DOCUMENT RESUME

ED 366 365 JC 940 078

TITLE Students Moving from the Community Colleges to the Regents Institutions in the State of Kansas: A Second Statewide Study.

INSTITUTION Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.

PUB DATE Feb 92
NOTE 51p.; For the initial 1985 study, see ED 262 846.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Achievement; Academic Persistence; *College Transfer Students; Community Colleges; Comparative Analysis; Educational Research; Enrollment; *Enrollment Trends; Interviews; State Universities; *Student Attitudes; *Student Characteristics; *Trend Analysis; Two Year Colleges; Validity
IDENTIFIERS *Kansas

ABSTRACT

In 1992, a study was conducted to determine the number and characteristics of Kansas students transferring from the state's community colleges to one of the state universities; the comparative academic performance, graduation, and persistence rates of community college transfers and their native university counterparts; and the relationship of these data to information collected in a similar study conducted in 1985. The 1985 study found increasing numbers of transfer students from 1979 through 1983, unchanging student characteristics, high satisfaction rates at both types of institution, and higher attrition rates for community college students. In the 1992 study, student databases at the state universities were examined and interviews were conducted of former community college students enrolled in state universities in the 1985-86 academic year. Results of the study included the following: (1) the trend of increasing enrollments of community college transfers was confirmed, although the rate of increase was not as dramatic as that found in the original study; (2) student characteristics (i.e., age, test scores, grade point averages) were generally the same as in the first study; (3) the academic performance of community college students in their first semester was found to be lower than that of native university students; (4) transfers persisted at substantially lower rates than native university students, confirming findings from the first study; and (5) from interviews of 33 former community college students, 70% reported difficulties with academic studies, while 73% felt that they were prepared for the university. Research specifications, definitions of terms, and the survey instruments are appended. (ECC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 366 365

STUDENTS MOVING FROM THE COMMUNITY COLLEGES TO THE REGENTS INSTITUTIONS IN THE STATE OF KANSAS: A SECOND STATEWIDE STUDY

A Joint Research Study Sponsored by
the Kansas Council of Community College Presidents
and the Council of Chief Academic Officers
of the Kansas Regents Universities

February 1992

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Doucette

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Office of Institutional Research
Johnson County Community College

JC 940 078

BEST COPY AVAILABLE

ACKNOWLEDGMENTS

So many individuals have supported and participated in this study that no report of its results would be complete without an acknowledgment of their efforts.

The study was the initiative of the presidents of the Kansas community colleges and the chief academic officers at the Regents institutions. Without their sponsorship and leadership, it could not have been completed.

The study was conceived and coordinated by Don Doucette, formerly Director of Institutional Research at Johnson County Community College. His efforts were critical to the success of this project.

The institutional research offices at the Regents institutions were primarily responsible for the actual conduct of the study, and the success of the study is the direct result of considerable efforts on the part of the following individuals: Valerie J. Broughton and Jeffrey E. Dutton, formerly of Wichita State University; Donald L. Buchwald, Kansas State University-Salina; Stephen J. Cosgriff, Fort Hays State University; Terry Purcell, formerly of Pittsburg State University; Bill H. Schulte, formerly of Emporia State University; Don H. Tarrant, Kansas State University; and Deborah J. Teeter, University of Kansas.

In addition, numerous others at the participating institutions contributed significantly to the conduct of the study, including Rick Garvin, Kansas State University; Linda W. Mannering, University of Kansas; Ann Starch, Wichita State University; and the computer services staffs at the Regents institutions.

Finally, the study itself is an acknowledgment of the cooperation that exists among individuals at all levels in the public colleges and universities in the State of Kansas.

Questions and concerns regarding this study should be directed to:

Jeffrey A. Seybert
Director, Research, Evaluation, and
Instructional Development
Office of Institutional Research
Johnson County Community College
12345 College Boulevard
Overland Park, Kansas 66210
(913) 469-8500 ext. 3442

SUMMARY OF FINDINGS

This study was a follow-up of an initial study of student mobility in the State of Kansas. Like the initial study, it was conducted in three parts and designed to determine: 1) the number and characteristics of students who move from community colleges to one of the state universities or the Kansas College of Technology (now Kansas State University-Salina; these seven Regents' institutions will henceforth be referred to as the "state universities" for the sake of simplicity and clarity) and how these have changed over time; 2) the comparative academic performance, progress, graduation and persistence rates of community college transfers and their native university counterparts; and 3) some elaboration of and explanation for results obtained in parts 1 and 2.

Examination of student data bases at the seven state universities and interviews of former community college students enrolled in the universities provided the results of the study; the most important of which were:

1. The number of students moving from the community colleges to the state universities in Kansas was large and growing. In the fall of 1985, nearly 11,000 former community college students were enrolled in the state universities, constituting nearly 19 percent of the undergraduate enrollment (Table 1).

2. Most characteristics of these students did not change appreciably from 1983 to 1985. A major change which did occur was that students completed fewer hours at the community college before transferring. The data also suggested that increasing numbers of students with apparent intentions to enroll in state universities began their college careers at a Kansas community college, and that greater percentages of community college students subsequently transferred to state universities (Tables 2-8).

3. Academic performance (as measured by cumulative grade point average) and progress (as measured by cumulative hours earned toward a degree) of the community college and native university students studied were essentially the same (Table 9).

4. Native university students persisted and graduated at higher rates than their community college counterparts. Those community college transfers who persisted through their first year at the university persisted and graduated at rates comparable to native university students, but a substantial number and percent of former community college students left the university before completing their first year (Tables 10 and 11).

5. A substantial majority of the community college transfers interviewed attended a community college for pragmatic reasons, but planned to eventually transfer to a four-year university to earn a bachelor's degree (Table 12).

6. Most of the community college transfers interviewed admitted that they experienced difficulty in adjusting to the state university, particularly during the first semester after transfer. The students identified a range of problems, though poor academic advising at the university, more rigorous classes, and feelings of social isolation were the most frequently mentioned difficulties (Table 13).

7. Despite having probiems during their initial semester at the state university, most of the community college transfers interviewed were positive about their community college experiences. Three-quarters rated their community colleges experiences positively, felt the community college had prepared them for the university, and indicated that they would attend the community college again if asked to plan their educational careers all over (Table 14).

Each of these findings is elaborated in the narrative, tables, and graphs that follow and constitute the substance of this report.

TABLE OF CONTENTS

Page

LIST OF TABLES.....7

INTRODUCTION.....9

PART ONE: VERIFICATION OF TRENDS

Results of 1985 Study.....9
Methodology of Second Study.....9
Results of Second Study.....9

PART TWO: REPLICATION OF COMPARATIVE ANALYSES

Results of 1985 Study.....20
Methodology of Second Study.....20
Results of Second Study.....21

PART THREE: STUDENT INTERVIEWS

Results of 1985 Study.....28
Methodology of Second Study.....28
Results of Second Study.....29
Motivations for Attending a Community College.....29
Initial Experiences at the State University.....29
Evaluation of Community College Experiences.....30
Advice for College Administrators.....30
Advice for Younger Friends.....31
Academic Career Paths.....32

CONCLUSIONS.....38

APPENDICES

Appendix A: Research Specifications for the 1985-86 Continuation of the Student Mobility Study.....40

Appendix B: Definitions of Study Groups in the Initial Study of Student Mobility, June 1985.....45

Appendix C: Anticipated Timeline for Completion of the 1985-86 Continuation of the Student Mobility Study.....46

Appendix D: Transfer Study Telephone Interview Sheet.....47

Appendix E: Group Interview Questions.....50

LIST OF TABLES

		Page
Table 1	Number of Former Kansas Community College Students Enrolled in State Universities, Fall 1985	15
Table 2	Number and Annual Rate of Change of Former Kansas Community College Students Enrolled in State Universities, Fall 1979-1985	16
Table 3	Total Undergraduate Enrollment at the State University and Community College, Fall 1979-1985	17
Table 4	Average Age and Annual Rate of Change of Former Kansas Community College Students Enrolled in State Universities, Fall 1979-1985	18
Table 5	Average ACT Composite Scores of Former Kansas Community College Students Enrolled at the State Universities, Fall 1979-1985	19
Table 6	Average GPA of Former Kansas Community College Students Enrolled in State Universities, Fall 1979-1985	20
Table 7	Average Transfer Hours of Former Kansas Community College Students Enrolled at State Universities, Fall 1979-1985	21
Table 8	Average Credit Hours Completed By Former Kansas Community College Students at the State Universities, Fall 1979-1985	22
Table 9	Comparative Academic Performance (Grade Point Average) and Progress (Average Credit Hours Per Semester) for Native University and Community College Transfer Students: Two Studies	29
Table 10	Comparative Persistence Rates of Native University and Community College Transfer Students, Fall 1980-Spring 1985: Two Studies	30
Table 11	Comparative Graduation Rates of Native University and Community College Transfer Students, Fall 1982-Spring 1985: Two Studies	31
Table 12	Initial Plans and Motivation for Attending a Community College	39
Table 13	Initial Experiences at the State University	40
Table 14	Evaluation of Community College Experiences	41
Table 15	Advice to College and University Administrators to Improve Success of Community College Transfers	42
Table 16	Advice Concerning Community College Attendance	42
Table 17	Academic Career Paths of Students Interviewed	43

INTRODUCTION

In June 1985 the results of a statewide longitudinal study of students who had moved from community colleges to state universities in Kansas were published. The overall results of that study were as follows:

1. The number of community college students moving from community colleges to the state universities was large and had grown substantially from 1979 to 1983.

2. Overall, major characteristics of community college students enrolling in the state universities did not change from 1979 to 1983, with the exception of a substantial decrease in the average number of credit hours these students completed at a community college and transferred to a state university.

3. Students reported that they were quite satisfied with their experiences at both types of institutions.

4. The academic performance and progress of community college transfer students were quite comparable to those of native university students; however, the former graduated at lower rates than the latter primarily as a result of attrition during their first year at the state university.

However, the report recognized substantial limitations in the data and also that some of the results were ambiguous and required clarification. Consequently, the 1985 report concluded that additional study should be conducted on community college students moving to the state universities in Kansas.

Following publication of the 1985 report, the original sponsors of the initial study, the Kansas Council of Community College Presidents and the Council of Chief Academic Officers of the Kansas state universities, agreed to sponsor the proposed continuation of the study. The Council of Institutional Research Officers of the state universities and the Office of Institutional Research at Johnson County Community College, which coordinated the study for the community colleges, planned and implemented the second study--the results of which constitute this report.

Study Design

The principal purpose of the second study was to clarify the results of the first. Specifically, the study was designed to accomplish three major goals:

1. To verify the trends identified in the initial study, particularly the finding that the number of community college students moving to the state universities was growing rapidly. In addition, the study attempted to confirm that while most characteristics of these students were not changing, the average number of credit hours that these students transferred to the state universities was decreasing.

   Methodology: Former community college students' records at the state universities were analyzed for two additional years. Comparison of data from fall 1979 through fall 1983 with that from fall 1984 and fall 1985 provided the basis for verifying initial trends.

2. To replicate the comparison of the academic performance, progress, persistence, and degree achievement of community college transfers with native university students, and to extend the comparison to other state universities (the initial study included results from just two schools).

   Methodology: Transcripts of selected study groups of community college transfers at each university were analyzed. Essentially, the analyses conducted by computer in the initial study on groups of both community college transfers and native university students at two universities were replicated manually, using transcripts of selected community college transfers at five of the seven universities (two were unable to provide transcripts which met study specifications).

3. To explain why community college students appeared to graduate at lower rates than native university students, despite indications of comparable academic performance and overall satisfaction with educational experiences.

   Methodology: A sample of former community college students enrolled in the state universities during the 1984-85 academic year were asked to participate in group or telephone interviews. Both types of interviews were subsequently conducted, involving 33 students statewide.

The following report details results of this second study. Three major sections of the report follow the three part design explained above. Each section summarizes pertinent results of the 1985 study, the methodology used to verify or supplement those initial results, and finally, details results and conclusions of the second study.

PART ONE: VERIFICATION OF TRENDS

Results of 1985 Study

The initial study documented an overall increase of 74.1 percent in the number of students enrolled in the six state universities who had previously attended a Kansas community college. This increase of 4,296 students from fall 1979 to fall 1983 resulted in a total of 10,093 former Kansas community college students enrolled in the state universities, or just over 17 percent of their total undergraduate enrollment.

While there was some concern that part of this documented increase might have been the result of improved data reporting on the part of the state universities from 1979 to 1983, the findings confirmed the conclusion that so dramatic an increase clearly indicated that both the number and percent of students beginning their academic careers at the community colleges before transferring to the state universities was increasing dramatically.

The initial results indicated that the age, ACT scores, course load, and grade point average at the state university of these former community college students did not change substantially from 1979 to 1983. However, the study did document an 18.2 percent drop in the average number of credit hours completed at the community college and transferred by these students, from 40.2 credit hours in fall 1979 to 32.9 credit hours in fall 1983.

Methodology

During the 1985-86 academic year, the state universities once again searched their data bases to identify all undergraduates who listed a Kansas community college as their "last institution attended," using the same definition of "former community college students" or "community college transfers" as in the initial study. The same demographic profiles and analyses were then generated for two additional fall semesters (1984 and 1985).

Comparison of data and student characteristics for fall 1979 through fall 1983 with those for fall 1984 and fall 1985 provided the basis for verifying trends identified in the initial study.

Results

Comparison of initial data with that generated for two additional fall semesters confirmed the principal results of the 1985 study:

1. The number of students enrolled in the state universities who had previously attended a Kansas community college continued to increase from fall 1983 through fall 1985. The rate of increase was not as dramatic as the rate from fall 1979 through fall 1983, but the trend was consistent with initial results. (See Tables 1-3).

a. By fall 1985, the number of former Kansas community college students enrolled in the state universities had increased to 10,869 students, or nearly 19 percent of their total undergraduate enrollment, up from 17.3 percent in 1983.

b. The total increase in enrollment of former community college students from fall 1979 to fall 1983 was 75.0 percent; with an additional 7.1 percent between fall 1983 and fall 1985.

c. The documented leveling off in the rate of increase provided additional support for the suspicion expressed in the 1985 study that at least part of the dramatic increase in the number of community college transfers was the result of the state universities' improved capability to identify them in their student data bases. Nonetheless, the continued increase in recent years confirms the upward trend.

d. The continued increase in the enrollment of community college transfers from fall 1983 to fall 1985 occurred while total undergraduate enrollment in the state universities actually declined by 681 students. From fall 1979 through fall 1985 the enrollment of the state universities increased by only .6 percent (327 students), while the enrollment at community colleges increased 24.5 percent (8,126 students). However, the number of community college transfers enrolled in the state universities increased 87.5 percent (5,072 students) during the same period--more than three times the rate of increase in community college enrollments.

These trends support both the conclusion that increasing numbers of students with intentions to earn bachelor's degrees are beginning their academic careers at the community college and that greater numbers and percentages of community college students are transferring to the state universities.

2. With one major exception, basic demographic and academic characteristics of former community college students enrolled in the state universities, including average age, ACT scores, grade point average, and course loads at the university changed little over the span of the two studies. However, the number of credit hours completed at the community college declined between fall 1979 and fall 1983 and again between fall 1983 to fall 1985. (See Tables 4-8.)

a. The average age of former community college students declined .8 years from fall 1979 to fall 1983, and an additional .3 years from fall 1983 to fall 1985. The average annual rate of decline was less than one percent, and the total change from fall 1979 to fall 1985 was minus 1.1 years, reaching 22.9 years of age by fall 1985.

b. The average ACT composite scores of the community college transfers for whom data were available increased slightly from fall 1979 to fall 1985, but declined slightly from fall 1983 to fall 1985. Overall, their average composite scores had increased .5 points to 19.3 by fall 1985.

c. The average grade point average of these students declined very slightly over the course of the studies. By fall 1985, their average GPA had fallen six-one-hundredths of a point to 2.60, or in the B- range, which was comparable to the overall undergraduate average at the state universities.

d. The number of credit hours transferred by former Kansas community college students exhibited a consistent decline from fall 1979 to fall 1985. Between fall 1979 and fall 1983, the average declined 7.3 credit hours (18.2 percent). By fall 1985, the average number of credit hours transferred had decreased an additional 1.8, for a total decrease of 9.1 credit hours (22.6 percent).

   While the additional analyses confirmed the trend that community college students were transferring fewer credit hours to the university, they did not explain whether this trend was the result of students' simply completing fewer hours at the community college, or state universities' accepting fewer hours for transfer. The survey conducted as part of the initial study found that students reported little major difficulty getting credit hours accepted by the university, although they reported losing an average of 3.2 credits hours in the process of transferring.

e. The average course loads, as measured by the average number of credit hours completed at the state university each semester by these students, also remained relatively unchanged. By 1985, they completed an average of 12.2 credit hours per semester, up .9 credit hours from fall 1979.

In all major respects, the two years of additional study confirmed the trends identified in the initial study.

Table 1

NUMBER OF FORMER KANSAS COMMUNITY COLLEGE STUDENTS
ENROLLED IN STATE UNIVERSITIES, FALL 1985

Former Comm. College	Univ. of Kansas	Kansas State U.	Wichita State U.	Emporia State U.	Pittsburg State U.	Fort Hays State U.	Kansas Coll. of Tech.	Total from C C
Allen CCC	52	60	26	62	97	3	1	301
Barton CCC	80	213	56	26	8	138	5	526
Butler CCC	54	138	544	102	15	15	3	871
Cloud CCC	48	147	48	42	9	71	17	652
Coffeyville CC	56	69	33	21	118	1	0	298
Colby CC	41	225	26	13	4	121	5	435
Cowley CCC	53	78	137	20	14	4	1	307
Dodge City CC	53	184	74	22	10	102	0	445
Fort Scott CC	68	87	29	9	174	3	0	370
Garden City CC	41	115	47	26	10	58	0	297
Highland CC	74	274	7	48	11	7	1	421
Hutchinson CC	159	350	328	54	18	46	9	964
Independence CC	38	59	43	32	92	3	1	268
Johnson CCC	1,993	745	35	73	100	8	1	2,955
Kansas City CC	464	178	29	52	25	6	0	754
Labette CC	43	62	29	5	204	2	1	346
Neosho CCC	38	35	23	21	103	2	1	223
Pratt CC	30	112	80	18	4	38	3	285
Seward CCC	24	62	38	12	2	10	2	150
TOTAL AT UNIVERSITY	3,409	3,463	1,632	658	1,018	638	51	10,869
Undergraduate Enrollment	18,711	14,046	12,694	3,802	4,101	3,954	665	57,973
% of Undergraduate Enrollment from Kansas Community Colleges	18.2%	24.7%	12.9%	17.3%	24.8%	16.1%	7.7%	18.7%

Note: On the tables that follow "ND" means "no data" and "NA" means "not applicable."

Table 2

NUMBER AND AVERAGE ANNUAL RATE OF CHANGE OF FORMER KANSAS COMMUNITY COLLEGE STUDENTS ENROLLED IN STATE UNIVERSITIES, FALL 1979-1985

	# Former Kansas CC Students			Average Annual % Change[1]		Total
	Fall '79	Fall '83	Fall '85	1979-83	1983-85	Change
At State University:						
Univ. of Kansas	1,310	3,114	3,409	+34.4%	+ 4.7%	+2099
Kansas State Univ.	1,874	3,463	3,463	+21.2	+ .0	+1589
Wichita State Univ.	1,171	1,483	1,632	+ 6.7	+ 5.0	+ 461
Emporia State Univ.	543	596	658	+ 2.5	+10.6	+ 115
Pittsburg State Univ.	266	702	1,018	+42.7	+22.5	+ 752
Fort Hays State Univ.	633	717	638	+ 3.3	- 5.5	+ 5
Kansas State University-Salina	ND	52	51	ND	- .1	- 1
TOTAL	5,797	10,145	10,869	+18.8	+ 3.6	+5,072[2]
From Kansas Community College:						
Allen CCC	178	262	301	+11.5%	+ 7.4%	+ 123
Barton CCC	293	498	526	+17.3	+ 2.8	+ 233
Butler CCC	522	756	871	+11.2	+ 7.6	+ 349
Cloud CCC	311	577	652	+19.7	+ 6.5	+ 341
Coffeyville CC	214	268	298	+ 6.3	+ 5.6	+ 84
Colby CC	345	434	435	+ 6.0	+ .1	+ 90
Cowley CCC	135	268	307	+24.6	+ 7.3	+ 172
Dodge City CC	284	399	445	+10.0	+ 5.8	+ 161
Fort Scott CC	156	319	370	+26.0	+ 8.0	+ 214
Garden City CC	242	336	297	+ 9.5	- 5.8	+ 55
Highland CC	120	392	422	+56.3	+ 3.8	+ 302
Hutchinson CC	738	924	964	+ 6.0	+ 2.2	+ 226
Independence CC	160	270	268	+17.2	- .4	+ 108
Johnson CCC	1,185	2,856	2,955	+35.3	+ 1.7	+1770
Kansas City CC	424	721	754	+17.3	+ 2.3	+ 330
Labette CC	95	244	346	+39.2	+20.9	+ 251
Neosho CCC	121	202	223	+16.7	+ 5.2	+ 102
Pratt CCC	169	281	285	+16.6	+ 3.3	+ 116
Seward CCC	105	138	150	+ 7.9	+ 4.3	+ 45
OVERALL	5,797	10,145	10,869	+18.8	+ 3.6	+5,072

Notes: 1. These columns in this and subsequent tables report average annual percent change (Total percent change divided by number of years) rather than an annual compound percent change.
2. The total change in this and subsequent tables is not additive for individual state universities due to the lack of data from Kansas State University-Salina for fall 1979.

Table 3

TOTAL UNDERGRADUATE ENROLLMENT AT THE STATE UNIVERSITIES AND COMMUNITY COLLEGES, FALL 1979-1985

	Undergraduate Enrollment			1979-1985 Change	
	Fall '79	Fall '83	Fall '85	Number	Percent
State University:					
Univ. of Kansas	17,770	18,004	18,711	+ 941	+ 5.3%
Kansas State Univ.	14,791	14,890	14,046	- 745	- 5.0
Wichita State Univ.	11,999	12,874	12,694	+ 695	+ 5.8
Emporia State Univ.	4,473	4,056	3,802	- 671	- 15.0
Pittsburg State Univ.	4,138	4,174	4,101	- 37	- .9
Fort Hays State Univ.	4,050	3,946	3,954	- 96	- 2.4
Kansas State University-Salina	425	710	665	+ 240	+ 56.5
TOTAL	57,646	58,654	57,973	+ 327	+ .6%
Kansas Community College:					
Allen CCC	973	1,231	1,627	+ 654	+ 67.2%
Barton CCC	2,241	2,250	2,711	+ 470	+ 21.0
Butler CCC	1,938	3,271	3,665	+1,727	+ 89.1
Cloud CCC	1,768	1,987	1,899	+ 131	+ 7.4
Coffeyville CC	1,603	1,559	1,747	+ 144	+ 9.0
Colby CC	1,975	1,477	1,320	- 655	- 33.2
Cowley CCC	1,641	1,926	1,821	+ 180	+ 11.0
Dodge City CC	1,420	1,451	1,442	+ 22	+ 1.5
Fort Scott CC	1,105	1,288	1,045	- 60	- 5.4
Garden City CC	1,313	1,270	1,375	+ 62	+ 4.7
Highland CC	1,195	1,266	1,268	+ 73	+ 6.1
Hutchinson CC	2,511	3,393	2,839	+ 328	+ 13.1
Independence CC	1,103	957	931	- 172	- 15.6
Johnson CCC	5,908	8,106	8,443	+2,535	+ 42.9
Kansas City CC	3,150	4,135	3,832	+ 682	+ 21.7
Labette CC	1,012	2,242	2,666	+1,654	+163.4
Neosho CCC	732	1,029	987	+ 255	+ 34.8
Pratt CCC	1,110	1,389	1,214	+ 104	+ 9.4
Seward CCC	1,093	1,310	1,085	- 8	- .7
OVERALL	33,791	41,537	41,917	+8,126	24.0%

BEST COPY AVAILABLE

Table 4

AVERAGE AGE AND AVERAGE ANNUAL RATE OF CHANGE OF FORMER KANSAS COMMUNITY COLLEGE STUDENTS ENROLLED IN STATE UNIVERSITIES, FALL 1979-1985

	Average Age			Average Annual % Change		Total
	Fall '79	Fall '83	Fall '85	1979-83	1983-85	Change
At State University:						
Univ. of Kansas	22.3	22.7	22.0	+ .4%	-1.5%	-.3 yrs
Kansas State Univ.	ND	22.4	21.7	ND	-1.6	ND
Wichita State Univ.	25.0	25.9	26.1	+ .9	+ .4	+1.1
Emporia State Univ.	26.7	23.5	22.9	-3.0	-1.3	-3.8
Pittsburg State Univ.	ND	23.0	23.8	ND	+1.7	ND
Fort Hays State Univ.	23.3	23.5	23.8	+ .2	+ .6	+ .5
Kansas State University-Salina	ND	25.6	24.2	ND	-2.7	ND
OVERALL	24.0	23.2	22.9	- .8%	- .6%	- 1.1 yrs
From Kansas Community College:						
Allen CCC	24.7	23.7	22.9	-1.0%	- .4%	1.8 yrs
Barton CCC	23.9	23.6	22.9	- .3	-1.5	-1.0
Butler CCC	26.1	26.0	25.6	- .1	- .8	- .5
Cloud CCC	23.8	22.5	22.8	-1.4	+ .7	-1.0
Coffeyville CC	23.9	23.2	23.3	- .7	+ .2	- .6
Colby CC	23.8	23.5	23.0	- .3	+1.1	- .8
Cowley CCC	24.8	23.2	22.9	-1.6	- .6	-1.9
Dodge City CC	22.9	22.5	22.4	- .4	- .2	- .5
Fort Scott CC	23.5	22.6	22.6	-1.0	.0	- .9
Garden City CC	23.4	23.2	22.7	- .2	-1.1	- .7
Highland CC	24.3	22.3	21.8	-2.1	-1.1	-2.5
Hutchinson CC	24.0	23.6	23.6	- .4	.0	- .4
Independence CC	25.4	23.0	22.7	-2.0	- .7	-2.7
Johnson CCC	22.9	22.5	22.0	- .4	-1.1	- .9
Kansas City CC	24.0	23.8	23.0	- .2	-1.7	-1.0
Labette CC	27.5	23.6	23.6	-3.5	.0	-3.9
Neosho CCC	25.4	23.5	23.1	-1.9	- .9	-2.3
Pratt CCC	24.9	22.7	22.4	-2.2	- .7	-2.5
Seward CCC	23.1	22.6	21.7	- .5	-2.0	-1.4
OVERALL	24.0	23.2	22.9	- .8%	- .6%	-1.1 yrs

Table 5

AVERAGE ACT COMPOSITE SCORES OF FORMER KANSAS COMMUNITY COLLEGE STUDENTS ENROLLED AT THE STATE UNIVERSITIES, FALL 1979-1985

	Average ACT Composite Scores			Average Annual % Change		Total
	Fall '79	Fall '83	Fall '85	1979-83	1983-85	Change
At State University:						
Univ. of Kansas	20.8	21.0	21.3	+ .2%	+ .7%	+ .5 pts
Kansas State Univ.	ND	20.6	20.8	ND	+ .5	ND
Wichita State Univ.	19.3	18.9	19.1	- .5	+ .5	- .2
Emporia State Univ.	17.4	18.2	17.3	+1.1	-2.5	- .1
Pittsburg State Univ.	ND	19.5	19.4	ND	- .3	ND
Fort Hays State Univ.	17.9	17.3	17.3	- .8	.0	- .6
Kansas State University-Salina	ND	20.9	20.5	ND	-1.0	ND
OVERALL	18.8	20.2	19.3	+1.9%	-2.2%	+ .5 pts
From Kansas CC:						
Allen CCC	19.1	20.1	20.4	+1.3%	+ .7%	+1.3 pts
Barton CCC	19.6	20.5	20.4	+1.1	- .2	+ .8
Butler CCC	18.7	19.0	18.6	+ .4	-1.1	- .1
Cloud CCC	20.8	20.9	20.8	+ .1	- .2	.0
Coffeyville CC	16.9	19.8	19.5	+4.3	- .8	+2.6
Colby CC	18.3	19.9	20.4	+2.2	+1.3	+2.1
Cowley CCC	20.3	21.5	21.2	+1.5	- .7	+ .9
Dodge City CC	18.7	19.3	19.6	+ .8	+ .8	+ .9
Fort Scott CC	20.2	20.3	20.2	+ .1	- .2	.0
Garden City CC	18.1	18.4	19.2	+ .4	+2.2	+1.1
Highland CC	17.4	20.8	21.2	+4.9	+1.0	+3.8
Hutchinson CC	18.7	19.6	20.2	+1.2	+1.5	+1.5
Independence CC	16.5	20.7	20.9	+6.4	+ .5	+4.4
Johnson CCC	18.9	20.6	21.1	+2.2	+1.2	+2.2
Kansas City CC	19.6	20.5	20.4	+1.1	- .2	+ .8
Labette CC	20.5	19.7	20.0	-1.0	+ .8	- .5
Neosho CCC	17.1	20.2	18.8	+4.5	-3.5	+1.7
Pratt CCC	18.7	19.8	20.8	+1.5	+2.5	+2.1
Seward CCC	18.6	21.0	20.8	+3.2	- .5	+2.2
OVERALL	18.8	20.2	19.3	+1.9%	-2.2%	+ .5 pts

Table 6

AVERAGE GPA OF FORMER KANSAS COMMUNITY COLLEGE STUDENTS
ENROLLED IN STATE UNIVERSITIES, FALL 1979 - 1985

	Average GPA			Average Annual % Change		Total
	Fall '79	Fall '83	Fall '85	1979-83	1983-85	Change
At State University:						
Univ. of Kansas	2.57	2.65	2.66	+ .8%	+ .2%	+.09 pts
Kansas State Univ.	ND	2.53	2.51	ND	+ .2	ND
Wichita State Univ.	2.66	2.57	2.51	- .8	-1.2	-.15
Emporia State Univ.	2.60	2.70	ND	+1.0	ND	+.10
Pittsburg State Univ.	ND	2.81	2.75	ND	-1.1	ND
Fort Hays State Univ.	2.87	2.81	2.66	- .5	-2.7	-.21
Kansas State University-Salina	ND	2.60	2.42	ND	-3.5	ND
OVERALL	2.66	2.62	2.60	- .4%	- .4%	-.06 pts
From Kansas CC:						
Allen CCC	2.56	2.74	2.60	+1.8%	-1.1%	+.04 pts
Barton CCC	2.89	2.80	2.73	- .8	-1.3	-.16
Butler CCC	2.57	2.64	2.43	+ .7	-4.0	-.14
Cloud CCC	2.91	2.65	2.55	-2.2	-1.9	-.36
Coffeyville CC	2.35	2.50	2.56	+1.6	+ .8	+.21
Colby CC	2.87	2.76	2.75	-1.0	- .2	-.12
Cowley CCC	2.69	2.52	2.49	-1.6	- .6	-.20
Dodge City CC	2.76	2.54	2.49	-2.0	-1.0	-.27
Fort Scott CC	2.51	2.52	2.61	+ .1	+1.7	+.10
Garden City CC	2.76	2.62	2.53	-1.3	-1.7	-.23
Highland CC	2.24	2.66	2.72	+4.7	+1.1	+.44
Hutchinson CC	2.68	2.58	2.56	- .9	- .4	-.12
Independence CC	2.59	2.54	2.59	- .5	+1.0	.0
Johnson CCC	2.63	2.61	2.65	- .2	+ .8	+.02
Kansas City CC	2.57	2.59	2.56	+ .2	- .6	-.01
Labette CC	2.57	2.80	2.76	+1.3	- .7	+.19
Neosho CCC	2.54	2.73	2.65	+1.9	-1.5	+.11
Pratt CCC	2.67	2.59	2.63	- .7	+ .8	-.04
Seward CCC	2.63	2.47	2.49	-1.5	+ .4	-.14
OVERALL	2.66	2.62	2.60	- .4%	- .4%	-.06 pts

Table 7

AVERAGE TRANSFER HOURS OF FORMER KANSAS COMMUNITY COLLEGE STUDENTS
ENROLLED AT STATE UNIVERSITIES, FALL 1979-1985

	Average Transfer Hours			Average Annual % Change		Total
	Fall '79	Fall '83	Fall '85	1979-83	1983-85	Change
At State University:						
Univ. of Kansas	36.2	29.8	29.9	-4.4%	+ .2%	- 6.5 hrs
Kansas State Univ.	ND	29.5	28.1	ND	- 2.4	ND
Wichita State Univ.	43.4	41.6	40.2	-1.0	- 1.7	- 3.2
Emporia State Univ.	42.0	46.2	30.3	+2.5	-17.2	-11.7
Pittsburg State Univ.	ND	ND	ND	ND	ND	ND
Fort Hays State Univ.	ND	ND	ND	ND	ND	ND
Kansas State University-Salina	NA	NA	NA	NA	NA	NA
TOTAL	40.2	32.9	31.1	- 4.5%	- 2.7%	- 9.1 hrs
From Kansas CC:						
Allen CCC	43.4	41.7	35.6	- 1.0%	- 7.3%	- 7.8 hrs
Barton CCC	37.1	33.0	32.5	- 2.8	- .8	- 4.6
Butler CCC	40.9	40.6	37.3	- .2	- 4.1	- 3.6
Cloud CCC	47.2	34.7	32.4	- 6.6	- 3.3	-14.8
Coffeyville CC	44.3	45.8	40.8	+ .8	- 5.5	- 3.5
Colby CC	42.6	35.8	33.3	- 4.0	- 3.5	- 9.3
Cowley CCC	32.9	31.1	30.7	- 1.4	- .6	- 2.2
Dodge City CC	37.7	39.5	37.6	+ 1.2	- 2.4	- .1
Fort Scott CC	39.7	32.3	27.6	- 4.7	- 7.3	-12.1
Garden City CC	50.7	40.8	38.6	- 4.9	- 2.7	-12.1
Highland CC	34.7	21.6	21.2	- 9.4	- .9	-13.5
Hutchinson CC	47.6	43.1	39.4	- 2.4	- 4.3	- 8.2
Independence CC	41.8	39.9	36.2	- 1.1	- 4.6	- 5.6
Johnson CCC	32.5	24.4	24.8	- 6.2	+ .8	- 7.7
Kansas City CC	41.5	35.3	32.2	- 3.7	- 4.4	- 9.3
Labette CC	34.7	36.9	32.0	+ 1.6	- 6.6	- 2.7
Neosho CC	38.4	32.1	18.8	- 4.1	-20.7	-19.6
Pratt CCC	46.3	35.4	29.6	- 5.9	- 8.2	-16.7
Seward CCC	48.5	33.0	32.8	- 8.0	- .3	15.7
OVERALL	40.2	32.9	31.1	- 4.5%	- 2.7%	- 9.1 hrs

Table 8

AVERAGE CREDIT HOURS COMPLETED BY FORMER KANSAS COMMUNITY COLLEGE STUDENTS AT THE STATE UNIVERSITIES, FALL 1979-1985

	Average Credit Hours Completed			Average Annual % Change		Total
	Fall '79	Fall '83	Fall '85	1979-83	1983-85	Change
At State University:						
Univ. of Kansas	12.5	12.5	12.3	.0%	- .8%	- .2 hrs
Kansas State Univ.	ND	13.6	13.4	ND	- .7	ND
Wichita State Univ.	9.2	9.0	9.3	- .5	+1.7	+ .1
Emporia State Univ.	11.0	12.6	ND	+3.6	ND	+1.6
Pittsburg State Univ.	ND	12.6	12.3	ND	-1.2	ND
Fort Hays State Univ.	12.6	11.9	12.9	-1.4	+4.2	+ .3
Kansas State University-Salina	ND	11.5	10.4	ND	-4.8	ND
TOTAL	1.3	12.4	12.2	+ 2.4%	- .8%	+ .9 hrs
From Kansas CC:						
Allen CCC	10.5	12.9	12.4	+5.7%	-1.9%	+1.9 hrs
Barton CCC	12.0	12.4	13.2	+ .8	+3.2	+1.2
Butler CCC	8.8	10.0	9.6	+3.4	-2.0	+ .8
Cloud CCC	11.2	13.1	12.8	+4.2	-1.1	+1.6
Coffeyville CC	10.6	12.5	11.7	+4.5	-3.2	+1.1
Colby CC	11.7	12.4	12.9	+1.5	+2.0	+1.2
Cowley CCC	10.3	11.4	11.2	+2.7	- .9	+ .9
Dodge City CC	11.5	12.1	12.7	+1.3	+2.5	+1.2
Fort Scott CC	11.5	12.3	12.3	+1.7	.0	+ .8
Garden City CC	11.6	12.4	12.6	+1.7.	+ .8	+1.0
Highland CC	10.5	13.2	13.3	+6.4	+ .4	+2.8
Hutchinson CC	11.3	11.7	11.5	+ .9	- .9	+ .2
Independence CC	10.7	12.3	12.3	+3.7	.0	+1.6
Johnson CCC	12.5	13.0	12.7	+1.0	-1.2	+ .2
Kansas City CC	11.6	11.9	11.8	+ .6	- .4	+ .2
Labette CC	9.7	12.1	12.1	+6.2	.0	+2.4
Neosho CCC	10.8	12.2	11.7	+3.2	-2.0	+ .9
Pratt CCC	10.9	12.5	12.3	+3.7	- .8	+1.4
Seward CCC	11.3	11.7	12.5	+ .9	+3.4	+1.2
OVERALL	11.3	12.4	12.2	+2.4	- .8%	+ .9 hrs

PART TWO: REPLICATION OF COMPARATIVE ANALYSES

Results of 1985 Study

The initial study found that the academic performance and progress of former community college students and of native university students were comparable. Specifically, the study found that community college transfers earned somewhat lower grade point averages than their native university counterparts during their initial semesters at the university, but that their grade point averages caught up each subsequent semester and were essentially the same by the close of their academic careers.

The initial study also found that former community college students earned credits toward degrees at essentially the same rate as native university students. Together these findings argued that, once established at the university, community college transfers performed and progressed academically at the same level as native university students.

However, the initial study also documented that community college transfers persisted and graduated at substantially lower rates than native university students selected at equivalent points in their academic careers. These lower rates were found to be the result of attrition of community college transfers during the first year at the university.

The results of the initial study appeared to be paradoxical: community college transfers and university natives earned similar GPA's and credit hours each semester, yet community college transfers persisted and graduated at lower rates. Also, the results were based upon computer analyses conducted on only two of the seven state universities--the University of Kansas and Wichita State University, and the community college transfer study groups were quite small. As a result, replicating the comparative analyses to improve on the methodology of the initial study was recommended.

Methodology

The design of the second study called for the state universities to select two study groups of 50 students each--Community College Transfers 1 (CC1) and Community College Transfers 2 (CC2)--using the same definitions as the initial study. These definitions are provided in the appendix. The design called for each group of 50 students to be randomly selected from the list of all students who met the selection criteria for the CC1 and CC2 groups respectively at each university.

Next, the complete records and academic transcripts of the members of the study groups were retrieved for analysis. Essentially, the design was intended to provide for a small scale, manual replication of the computer analysis conducted by two of the universities in the initial study. Recall that similar comparison groups of "native university students--NAT1 and NAT2 were also identified. Criteria for inclusion in these groups are also provided in the appendix.

The student records of the CC1 and CC2 groups at five state universities--the University of Kansas, Kansas State University, Wichita State University, Pittsburg State University, and Fort Hays State University--were analyzed to determine the number and percent of each original study group which were enrolled or had graduated during the time period of the study. Their records were also analyzed to provide measures of academic performance (semester grade point averages) and academic progress (credit hours earned each semester).

It was not possible to fully execute the design because only five of the seven universities were able to provide transcripts according to study specifications, and not all provided fifty usable sets of student records for each study group. Nonetheless, this replication was sufficiently complete to extend the results of the initial study.

Results

Analysis of the academic transcripts of 331 community college transfer students at five state universities provided the basis for confirming the principal results of the 1985 study. The academic performance, progress, graduation and persistence rates of these students were quite comparable to those documented for the 408 community college transfers at two universities in the initial study.

1. The academic performance of both groups of community college transfers was somewhat lower during the first semester at the university than the performance of their native university counterparts. However, their performance, as measured by grade point average, improved each subsequent semester, and the GPA's of both transfers and university natives were essentially the same by the end of their academic careers. (See Table 9.)

    a. In their first semester at the university, community college transfers earned GPA's in the B- to C+ range. Those who transferred after one year at the community college (CC1), earned grade point averages of 2.42 and 2.40 in the initial and second studies, respectively. Those who transferred after two years (CC2), earned GPA's of 2.46 and 2.54.

    b. First semester GPA's earned by community college transfers selected in the second study represented declines of .48 and .57 of a grade point from their cumulative grade points earned at the community college. This drop of approximately one-half of a grade point following transfer from a community college to a university has been documented in numerous other studies, and is commonly referred to as "transfer shock." The initial study provided self-reported data on students' community college grade points, but this replication provided independent data to confirm the earlier findings.

    c. However, by the end of their academic careers (the spring semester of students' senior year) the academic performance of community college transfers had become comparable to that of native university students. All groups of students earned GPA's

in the B- range; all six comparison groups varying from 2.79 to 2.89.

d. In all cases, the two studies supported the preliminary observation that students who transfer after two years at the community college perform slightly better than those who transfer after one year. Grade point average comparisons in the first and final semesters of transfer students' academic careers, in both studies, reveal consistently higher GPA's for CC2's than CC1's (from .01 to .14 of a grade point).

2. The academic progress of community college transfers and their native university counterparts was confirmed as virtually identical by the second study. All six study groups earned an average of 13 to 14 credit hours per semester at the university. The small variations between groups did not indicate a pattern consistently favoring either university natives versus transfers, or CC2's versus CC1's. (See Table 9.)

3. The persistence rates of the two groups of community college transfers analyzed in the second study confirmed the results of the initial study. Former community college students, both those who transferred after one year at the community college and those who transferred after two years, persisted at the university--that is, remained enrolled or graduated--at substantially lower rates than students who had begun their academic careers at the university. (See Table 10.)

   a. The initial study determined that 79.4 percent of university natives beginning their sophomore year graduated or persisted for up to eight additional semesters, and 88.0 percent of juniors graduated or persisted for up to six additional semesters. However, only 53.2 percent of community college transfers who entered a state university as sophomores, and only 67.4 percent who entered juniors persisted for comparable periods of time (or graduated).

   b. The two additional study groups of community college transfers at five universities persisted at slightly better rates, 56.0 percent and 70.4 percent, than the initial transfers at two universities; however, their persistence rates remained substantially lower than those noted above for the comparable native university study groups.

   c. The second study also confirmed the finding that attrition in the first year of residence at the university by former community college students accounted for most of the discrepancy between persistence rates of transfers and natives.

      In both studies, over 30 percent of students who had transferred from the community college after one year failed to persist into a second year at the university; only 15 percent of a comparable group of native university students failed to persist.

Similarly, nearly 25 percent of those who had transferred after two years at the community college left the university before their second year there, compared to a 10 percent attrition rate between the junior and senior years for the group of university natives.

4. The graduation rates of the two additional groups of community college students also confirmed the principal result of the initial study: that community college transfers graduate at substantially lower rates than university natives studied at comparable points in their academic careers. (See Table 11.)

   a. In the initial study at two universities, 57.8 percent of the sophomores and 64.7 of the juniors who had begun their academic careers at the university graduated within a total of five years at the university. Only 37.4 percent and 48.3 percent of comparable groups of community college transfers graduated within the same time period.

   b. In the second study, community college transfers graduated at higher rates than in the first, but their rates remained lower than those of native university students. Within four years of transferring to the university, 40.0 percent of CC1's had graduated, compared to 57.8 percent of a comparable group of university natives who had also completed five years of college. Within three years of transfer, 56.3 percent of CC2's had graduated, compared to 64.7 percent of the native university comparison group who had also completed five years of college.

   c. Results of the second study also confirmed the initial finding that the differences in graduation rates were most striking in the first year. After initially lagging well behind their university counterparts in earning degrees, community college transfers graduated at similar rates. Once again, the substantial first-year attrition among community college transfers appeared to account for the differential rates of graduation among the groups.

   d. The second study also followed community college study groups for two additional semesters. For both CC1's and CC2's, by the end of the additional year, their rates of graduation were much more comparable to those previously documented for the native university comparison groups. However, an additional year of data was not available for the native groups, so no direct comparisons could be made.

It should be noted here that other studies have reported comparable persistence and graduation rates for community college transfers with associate degrees and native university students. It is clear in this study, however, that most of the community college transfers had transferred from their community college to a state university without receiving an associate degree. It was felt that limiting the transfer population studied here to associate degree recipients would not accurately reflect the educational circumstances representative of most community college transfer students, since the majority transfer without receiving that degree.

In all substantial respects, the result of replicating the initial comparison of the academic performance, progress, persistence, and degree achievement of native university and community college transfer students was to confirm the findings of the original study. The results of the second study amplify initial findings, and in some ways suggest additional explanations; however, the major conclusion of the study replication at five state universities is the confirmation of the results of the initial 1985 study.

Table 9

COMPARATIVE ACADEMIC PERFORMANCE (GRADE POINT AVERAGE) AND PROGRESS (AVERAGE CREDIT HOURS PER SEMESTER) OF NATIVE UNIVERSITY AND COMMUNITY COLLEGE TRANSFER STUDENTS: TWO STUDIES

	Initial Study				Second Study	
	Nat1	Nat2	CC1	CC2	CC1	CC2
GPA at community college:	NA	NA	ND	ND	2.88	3.11
GPA at university:						
first semester	2.69	2.73	2.42	2.46	2.40	2.54
spring semester, senior year	2.89	2.83	2.79	2.80	2.80	2.84
Average credit hours earned per semester at university:	13.9	13.4	14.1	13.6	13.3	14.4
Number in study groups:	1,549	1,046	176	233	125	206

Note: Nat1 = University Native 1
Nat2 = University Native 2
CC1 = Community College Transfer 1
CC2 = Community College Transfer 2
More detailed definitions are provided in Appendix.

Table 10

COMPARATIVE PERSISTENCE RATES OF NATIVE UNIVERSITY AND COMMUNITY COLLEGE TRANSFER STUDENTS, FALL 1980-SPRING 1985: TWO STUDIES

	Initial Study				Second Study	
	Nat1	Nat2	CC1	CC2	CC1	CC2
Number in study group:	1,549	1,046	175	233	125	206
Percent persisting:						
Fall 1980	100.0%	--	100.0%	--	100.0%	--
Spring 1981	94.4	--	88.3	--	92.8	--
Fall 1981	86.4	100.0	68.4	100.0	69.6	100.0
Spring 1982	83.6	96.4	65.5	88.7	68.0	90.8
Fall 1982	80.9	89.3	57.9	75.2	64.0	76.7
Spring 1983	78.2	87.8	57.3	71.3	63.2	75.2
Fall 1983	80.3	87.9	56.7	67.4	57.6	72.8
Spring 1984	79.4	88.0	53.2	67.4	56.0	70.4
Fall 1984	ND	ND	ND	ND	57.9	67.6
Spring 1985	ND	ND	ND	ND	57.9	65.9

Note: All students in each of these study groups began college work in the fall 1979 semester. Increasing persistence rates at the end of the study are accounted for by returning stop-outs. Persistence rate is defined as the percentage of students who remained enrolled or graduated.

Table 11

COMPARATIVE GRADUATION RATES OF NATIVE UNIVERSITY AND COMMUNITY COLLEGE TRANSFER STUDENTS, FALL 1982-SPRING 1985: TWO STUDIES

	Initial Study				Second Study	
	Nat1	Nat2	CC1	CC2	CC1	CC2
Number in study group:	1,549	1,046	175	233	125	206
Percent graduating:						
Fall 1982	.7%	.3%	.6%	.4%	1.6%	2.9%
Spring 1983	31.4	30.4	18.1	20.0	17.6	25.2
Fall 1983	43.2	46.6	24.6	32.2	24.8	40.8
Spring 1984	57.8	64.7	37.4	48.3	40.0	56.3
Fall 1984	ND	ND	ND	ND	47.7	57.4
Spring 1985	ND	ND	ND	ND	54.2	59.7

PART THREE: STUDENT INTERVIEWS

Results of 1985 Study

Once again, the 1985 study found that community college transfers persisted and graduated at lower rates than native university students. However, this result appeared to run counter to other findings, particularly that transfers achieved levels of academic performance and progress comparable to natives, and reported that they were satisfied with their university experiences.

Also, the results of the 1985 study indicated that those community college transfers who persisted through the first year at the state university graduated at rates quite similar to those of their native university counterparts. Yet the results provided no other explanation for why community college transfers suffered higher rates of attrition in the first year at the university, and consequently graduated at lower rates overall than native university students.

Part Two of this second study confirmed the basic results of the 1985 study (see the previous section of this report) and extended these results to five of the seven state universities. However, the extension of the initial study did not provide reasons for its findings.

Methodology

The purpose of this component of the second study was to interview community college transfers enrolled at the state universities to determine their perceptions of and explanations for the results described above.

The study design called for the state universities to identify all community college transfer students who would have qualified for inclusion in the previously noted study groups--Community College Transfers I and Community College Transfers II--had the initial comparative study been conducted during their attendance at the university. Since the purpose of the study was to interview community college transfers still enrolled in the state university, currently enrolled transfer students were identified as potential participants. Thus, rather than students transferring to the university in the fall 1980 or the fall 1981 respectively, each state university was to randomly select 50 students for each of two groups from a list of all transfers who would have entered the university in the fall of 1983 or 1984 and have met the selection criteria. Definitions used in this selection are specified in the appendix.

Each of these students were subsequently asked for their voluntary participation in either a group or personal interview concerning their experiences at both the community college and the state university. Volunteers at three universities were interviewed in group settings, using focus group interviewing techniques, and volunteers from two other state universities were interviewed individually by telephone. In all, 33 former community college students enrolled in a state university in the spring of 1986 were interviewed in search of explanations for previous study results.

Four group interviews involved a total of 25 community college transfers, and eight individual telephone interviews were conducted. The principal

investigator of the study participated in each interview. All interviews were audio-recorded, and a verbatim transcript was prepared from the recordings.

Results

The principal results of this additional study were gleaned from a detailed analysis of these recorded interviews. Their contents were translated into numerical counts for key questions, which concerned students' motivations for attending a community college, their evaluations of their community college experiences, their subsequent experiences at a state university, and their final assessment of their academic careers, including advice to prospective students and suggestions for improvements to the leadership of Kansas community colleges and state universities.

Because of the nature of the interview data collected, the tabled data that follow regularly include the category of "no response" to account for missing or unidentified responses that could not be directly attributed to an individual interviewee; this difficulty occurred most often in group interviews. To compensate, all results are reported as a percentage of responses. Percentages are reported as a guide and to help summarize the interview dialogue. It is important to note, however, that the data gathered and reported for this part of the study were primarily qualitative and anecdotal in nature and were not intended to be representative. This methodology was chosen as a way to elaborate on and explore some of the nuances of the quantitative data, not to supplant them.

1. Motivations for Attending a Community College (See Table 12.)

    a. Prepare to transfer to a four-year school; over 70 percent of those interviewed enrolled in a community college with the intention of preparing to transfer to a university. Others were uncertain of their plans, and only one interviewee had specific plans that did not include transferring to a four-year school.

    b. Decide on a major course of study; an even greater percentage of responding students were uncertain about the major or program that they intended to pursue. Only four of the 33 students interviewed had definite majors in mind when they began at the community college.

    c. Control costs/remain at home; a third of the interviewees indicated that they chose to attend a community college for financial reasons. Another third said that they enrolled in the community college because they felt that they were not ready to enroll in a state university, and needed a transitional educational experience. About 20 percent simply wanted to stay close to home--mostly for pragmatic reasons related to jobs, family, and finances.

2. Initial Experiences at the State University (See Table 13.)

    a. Variety of problems encountered; of the 33 interviewees, over half mentioned at least one problem in each of the following areas: academic, social adjustment, and transfer/articulation. Over 70 percent indicated having had some difficulty in their

academic studies during their first semester at the university, and 62.5 percent indicated problems with social adjustment to the generally larger university setting.

b. Academic and social adjustment problems closely linked; students' comments indicated that they thought academic and social adjustment problems were closely linked. Those interviewed generally agreed that classes were more rigorous, required more writing, and that it was more difficult to get help at the university than at the community college.

They also thought that the social isolation they experienced, as well as the depersonalization of the larger university setting were partly responsible for the difficulties they had in meeting these more rigorous academic requirements. In the less restrictive university environment, they were forced to budget their time more effectively among the competing domains of academics, social life, and other work or family responsibilities; and several indicated that they had little experience balancing such demands.

c. Academic advisement often inadequate; the single most frequently mentioned problem was with academic advising, particularly at the state university. While a few students had some difficulty with advising at the community college, only four reported actually losing any credit hours.

On the other hand, almost half reported problems with getting good academic advising at the university, and others complained of poor orientation--particularly for non-freshman transfer students who enrolled at the university at various times other than at the traditional beginning of the fall semester.

3. Evaluation of Community College Experiences (See Table 14.)

a. Positive ratings for overall community college experience; those interviewees who explicitly rated their community college experiences were not inclined to be neutral in their ratings. Almost 70 percent rated their experiences as "good" or "excellent," and 25 percent as "poor."

A similar percentage of interviewees responded positively to the key question, "If given the opportunity to start your college education all over again, would you do it the same way and enroll in the community college before attending the university?" Over 46 percent said "yes, definitely," and another 28.6 percent said "yes, probably." Six, or 21.6 percent, said they would not.

b. Preparation for university considered adequate; of the 22 who responded to the question "did the community college prepare you for the university," sixteen (72.7%) responded "yes," and six (27.3%) said "no."

4. Advice for College Administrators (See Table 15.)

   a. Improve academic advisement; overwhelmingly, the greatest concern and single most important focus of students' constructive suggestions to the leaders of Kansas colleges and universities was to improve advising. Half of the respondents recommended improving community college advisement, and nearly 90 percent suggested that the universities do something to improve what students judged to be inadequate and low quality academic advisement.

   b. Increase rigor of community college coursework; interviewees strongly recommended that community colleges increase the rigor of their course and program requirements. Several students also suggested that community colleges should insist on more writing from their students in order to better prepare them for the academic demands of the university.

5. Advice for Younger Friends (See Table 16.)

   a. Attend a community college first; twenty-two of the responding interviewees, or just over 75 percent, said they would recommend that a younger friend start his or her higher education at a community college. Reasons given for their advice tended to concentrate on the perception that community colleges provided a good transition into college life in an atmosphere where students could get individual attention, complete important degree requirements that transferred easily to the university, and achieve success--as well as higher grade point averages.

   b. Go directly to a university; only three, or 10 percent, would counsel a younger friend to go directly to the university. The principal rationale for this advice was that attending a community college required two separate and difficult transitions at two institutions. Even those who advised attending a community college acknowledged the difficulty of the adjustment to university life that community college transfers were required to make. Some also perceived that community colleges were not sufficiently rigorous academically to prepare students well for the university. The advantages of an active social life at the university were also mentioned as reason to attend.

   c. Tailor advice to individual situations; four students were uncertain about what to advise a younger friend, and said that their advice would depend upon the individual in question. Essentially, they argued that if a student knows exactly and with certainty what his or her academic and career goals are, then he or she should go directly to the university that offers the best program to fulfill these goals.

      On the other hand, interviewees suggested that prospective students with vague or uncertain plans would be better off starting at a community college, and concentrating on getting a solid academic background and completing general education requirements that would transfer to any university. They also

acknowledged that most would continue to choose the community college for pragmatic reasons related to family, work, and financial considerations.

6. Academic Career Paths (See Table 17.)

   a. Few anticipated graduating within four years; fully 80 percent of the interviewees responded that they did not anticipate graduating "on schedule," that is, within four years of beginning their higher education at the community college.

      When asked to account for delayed graduation, most blamed themselves for taking less than full course loads some semesters (37.5 percent), changing majors (16.7 percent), or failing or dropping courses (12.5 percent). Still, the second most frequently mentioned reason for failing to graduate within four years was the loss of credit hours in transfer or due to bad academic advising.

   b. Most change majors; nearly three out of four interviewees (72.7%) had changed majors at some point during their academic careers.

Table 12

INITIAL PLANS AND MOTIVATIONS FOR ATTENDING
A COMMUNITY COLLEGE

	Number of Responses	Percent
Initial Plans:		
Transfer	17	70.8%
Other than transfer	1	4.2
Uncertain	6	25.0
No response	9	--
Initial major:		
Certain	4	15.4%
Uncertain	22	84.6
No response	7	--
Reason for Attending Community College*:		
Parents advice/mandate	2	6.3%
Financial considerations	11	34.4
Location (close to home)	7	21.9
Not ready for university/ needed transition	10	31.3
Participate in athletics	1	3.1
Recruited by Community College	1	3.1
No response	5	--

*Note: Numbers and percent of respondents in this and subsequent tables are not additive on multiple response items.

Table 13

INITIAL EXPERIENCES AT THE STATE UNIVERSITY

	Number of Responses	Percent
Difficulties Experienced First Semester at State University:		
Had academic problems	24	72.7%
Had social adjustment problems	20	62.5
Had financial problems	3	9.4
Had transfer/articulation problems (number of respondents = 33)	18	56.3
Types of Problems Mentioned:		
Academic Problems:		
Not enough writing at Community College	8	9.4%
Classes more difficult at univ.	13	15.3
Poor study habits	5	5.9
Large classes, aloof professor, no individual attention	5	5.9
GPA dropped	2	2.4
Community College instructors not rigorous enough	1	1.2
Not prepared academically	1	1.2
Subtotal	35	41.2
Social adjustment problems:		
Socially isolated	9	10.6
Depersonalization because of large size	7	8.2
Too much partying	2	2.4
Commuting long distance	1	1.2
Inadequate housing	1	1.2
Homesick	1	1.2
Subtotal	21	24.7
Financial Problems:	3	3.5
Transfer/Articulation Problems:		
Poor advising at university	15	17.6
Poor orientation at university		
Lost credit hours	4	4.7
Subtotal	26	30.6
TOTAL RESPONSES	85	100.0%

Table 14

EVALUATION OF COMMUNITY COLLEGE EXPERIENCES

	Number of Responses	Percent
How Would You Rate Your Community College Experience?		
Excellent	4	25.0%
Good	7	43.8
Neutral	1	6.3
Poor	4	25.0
No response	17	--
Did the Community College Prepare You for the State University?		
Yes	16	72.7%
No	6	27.3
No response	11	--
Would You Attend a Community College again?/ Plan your education the same way?		
Yes, definitely	13	46.4%
Yes, probably	8	28.6
Uncertain	1	3.6
No	6	21.4
No response	5	--

Table 15

ADVICE TO COLLEGE AND UNIVERSITY ADMINISTRATORS TO IMPROVE SUCCESS OF COMMUNITY COLLEGE TRANSFERS

	Number of Responses	Percent
Advice to Presidents of Community Colleges:		
Improve advising	10	50.0%
Improve quality of instruction	3	15.0
Make course/requirements more rigorous (include more writing)	7	35.0
Advice to Presidents of State Universities:		
Improve advising	23	88.5%
Improve orientation	3	11.5

Table 16

ADVICE CONCERNING COMMUNITY COLLEGE ATTENDANCE

	Number of Responses	Percent
What Would You Advise a Younger Friend?		
Go to the community college first	22	75.9%
Uncertain	4	13.8
Go directly to the university	3	10.3
No response	4	--
Advantage/Disadvantages of Attending Community College:		
Advantages:		
Small size, personalized attention	9	27.3
Slower pace	1	3.0
Easy to get high GPA	3	9.1
Disadvantages:		
Not enough writing required	9	27.3
Classes not rigorous enough		
GPA will decline at university	6	18.2
Limited course offerings	2	6.1
Not required to learn good study habits	2	6.1
Attending looks bad on resume	1	3.0

Table 17

ACADEMIC CAREER PATHS OF STUDENTS INTERVIEWED

	Number of Responses	Percent
Did You Change Your Original Major?		
Yes	16	72.7%
No	6	27.3
No Response	11	--
Are You Graduating on Schedule (in 4 Years)?		
Yes	6	20.0%
No	24	80.0
No Response	3	--
If Not Graduating on Schedule (in 4 Years), Why Not?		
My choice/fault; took less than a full load	9	37.5%
Lost credit in transfer or because of bad advising	6	25.0
Change majors	4	16.7
Failed classes/dropped out for awhile	3	12.5
Enrolled in a 5-year program	2	8.3
No response	9	--

CONCLUSIONS

Several important conclusions may be drawn from the results of this study as well as the initial study which preceded it. It is clear, for example, that the movement of students from the community colleges to the state universities in Kansas is a sizable and growing phenomenon of major importance to both types of public institutions. This "transfer" phenomenon warrants the attention that is currently paid to it by officials at these institutions and continued, possibly expanded, efforts should be made to monitor all pertinent aspects of student transfer between the public institutions of higher education in Kansas.

Findings also suggest that appropriate efforts should be made to improve the orientation and socialization of community college transfer students attending state universities, and to facilitate the articulation of academic programs between these institutions. A variety of mechanisms might be examined that offer the potential to smooth transition of students from the community college to the university and, particularly, to improve retention of transfer students through the first year at the university.

These studies are unique in that they were the result of a cooperative effort of academic administrators and institutional researchers in the state universities and community colleges. Such cooperation can only benefit higher education in Kansas.

Finally, while the present study provided important insights into the variables which influence transfer and the ultimate outcomes of the transfer phenomenon in public higher education in Kansas, it also highlights the need for ongoing, systematic research of this type. Specifically, cooperative processes need to be designed and implemented whereby collection and analysis of transfer student data can be carried out on an annual basis. Such procedures would allow for continual evaluation and monitoring of the transfer process and would permit verification of the findings reported here. Such cooperative efforts are currently being initiated.

APPENDICES

APPENDIX A Research Specifications

APPENDIX B Definitions of Study Groups in Initial Study

APPENDIX C Anticipated Timeline for Continuation Study

APPENDIX D Telephone Interview Protocol

APPENDIX E Group Interview Questions

APPENDIX A

RESEARCH SPECIFICATIONS

FOR THE 1985-86 CONTINUATION OF THE STUDENT MOBILITY STUDY

Council of Institutional Research Officers

October 31, 1985

The 1985-86 continuation of the student mobility study is divided into three parts. These parts are referred to by item numbers originally specified on the "1985-86 Research Agenda of the Kansas Council of Community College Presidents" (August 1, 1985), and in previous proposals and plans (August 20, 1985 and September 25, 1985) for continuation of the student mobility study.

PART ONE: DEMOGRAPHIC PROFILES

Purpose: to augment the recently completed initial study of student mobility (June, 1985) by generating demographic data on former community college transfers for two additional semesters, fall 1984 and fall 1985.

Responsibility: Participating state universities will replicate Part One of the initial student mobility study by generating demographic reports of all students listing a Kansas community college as their last institution attended for fall, 1984 and fall, 1985. These reports should replicate those provided for fall, 1979 through spring, 1984 in the initial study, or at a minimum, contain those data elements reported in Part One of the initial study.

Definition: A Kansas community college student is defined as any undergraduate student enrolled in one or more credit hours at the state university listing one of the 19 Kansas community colleges as the "institutional last attended."

Output: These reports should contain frequency counts and percentages for each of the following variables for each community college and for all transfers identified, and they should contain averages for selected variables (age, transfer credit hours, composite ACT score, credit hours enrolled during the current semester, credit hours completed during the current semester, cumulative credit hours earned in residence, and grade point average earned during current semester).

A crosstab report of these variables by all Kansas community colleges with row and column percentages, supplemented by averages for each community college and all transfers for variables such as age, transfer credit hours, etc. would be ideal.

Note: Variables #1 through #9 of the following should be considered the minimum required from each university for completion of the report. Variables #10 through #13 have been collected in previous years (fall 1979 through spring 1984) and are also requested, if practical.

MINIMUM VARIABLES REQUIRED:

Variable #1 -- Sex: male, female, unknown/no data

Variable #2 -- Age: <18, 18, 19, 20, 21, 22, 23, 24, 25-29, 30-39, >39, unknown/no data; also, calculated mean, standard deviation and median for aggregate group and for each community college. Note: Do not include missing data as zeros in calculating averages.

Variable #3 -- University Level: (defined by cumulative credit hours earned in residence plus transfer hours accepted) freshman, 0-29 credit hours; sophomore, 30-59 credit hours; junior, 60-89 credit hours; and senior, 90 or more credit hours. Do not include graduate students.

Variable #4 -- University college/school or equivalent: Agriculture, Architecture, Arts and Sciences, Business, Education, Engineering, Fine/Performing Arts, Health Professions, Home Economics, Journalism, Social Welfare, others as specified, unknown/no data. Try to use these categories as equivalents; otherwise, please specify.

Variable #5 -- Transfer Credit Hours: (defined by total credit hours accepted by current university from other institutions) 0, 1-6, 7-11, 12-24, 25-36, 37-48, 49-64, >64, unknown/no data; also, calculated mean, standard deviation and median for aggregate group and for each community college. Note: Do not include missing data as zeros in calculating averages; include only known values of "0."

Variable #6 -- ACT Composite Score: 0-15, 16-18, 19-21, 22-24, 25-27, >27, unknown/no data; also, calculated mean, standard deviation and median for aggregate group and for each community college. Note: Do not include missing data as zeros in calculating averages; include only known values of "0."

Variable #7 -- Credit Hours Enrolled During Current Semester: (defined by all credit hours indicated on end of semester records, including credit hours for which grades of "W," "I," or their equivalent were received) 0, 1-6, 7-11, 12-16, >16, unknown/no data; also, calculated mean, standard deviation and median for aggregate group and for each community college. Note: Do not include missing data as zeros in calculating averages; include only known values of "0."

Variable #8 -- Credit Hours Completed During Current Semester: (defined by all credit hours earned as indicated by end of semester grades of "A" through "F," "P/F," or their equivalent; grades of "W" and "I" are specifically excluded) 0, 1-6, 7-11, 12-16, >16, unknown/no data; also, calculated mean, standard deviation and median for aggregate group and for each community college. Note: Do not include missing data as zeros in calculating averages; include only known values of "0."

Variable #9 -- Grade Point Average Earned During Current Semester: (00.0, 0.01-0.99, 1.00-1.99, 2.00-2.49, 2.50-2.99, 3.00-3.49, 3.50-3.99, 4.00, unknown/no data; also, calculated mean, standard deviation and median for aggregate group and for each community college.

Note: Calculate weighted mean (total grade points divided by total credit hours upon which these grade points were earned, not the average of individual student grade point averages). Also, do not include missing data as zeros in calculating averages; include only actual GPA's of 0.00)

ADDITIONAL VARIABLES REQUESTED:

Variable #10 -- Ethnic/Racial Category: American Indian or Alaskan Native, Asian or Pacific Islander, Black (non-Hispanic), Hispanic, Nonresident alien, White (non-Hispanic), unknown/no data)

Variable #11 -- Year of High School Graduation: <1975, 1975-1979, 1980, 1981, 1982, 1983, 1984, 1985, unknown/no data.

Variable #12 -- Semester and Year of First Enrollment at Current Institution: <summer/fall 1978, summer/fall 1978, spring 1979, summer/fall 1979, spring 1980, summer/fall 1980, spring 1981, summer/fall 1981, spring 1982, summer/fall 1982, spring 1983, summer/fall 1983, spring 1984, summer/fall 1984, spring 1985, summer/fall 1985, unknown/no data. Note: "Summer/fall" means include all summer semester students in following fall.

Variable #13 -- Cumulative Credit Hours Earned In Residence: (defined as all credit hours earned at current institution including semester of report) 0, 1-14, 15-29, 30-44, 45-59, 60-74, 75-89, 90-104, 105-119, >119; also, calculated mean, standard deviation and median for aggregate group and for each community college. Note: Do not include missing data as zeros in calculating averages; include only known values of "0."

Reports: Participating universities will generate the reports as specified above for two semesters:

fall 1984 and
fall 1985

using end of semester, graded student records.

Timeline: Participating universities will generate reports for fall 1984 and fall 1985 by February 10, 1985.

These reports will be sent to JCCC for synthesis. A preliminary report of these and other results will be provided to the universities by JCCC no later than June 13, 1985.

PART TWO: CONTINUATION OF LONGITUDINAL STUDY

Purpose: to complete Part Three of the initial student mobility study (June 1985) by including equivalent results from all six state universities, and to attempt to answer questions raised by the initial study -- specifically, why do community college transfers appear to persist and graduate at lower rates than native university students?

1. Identification of Study Groups. Participating state universities will identify all students who meet requirements for the two study groups, Community College Transfer I and Community College Transfer II, in Part Three of the initial student mobility study as defined below. Each university will then randomly select 50 students from each of these two groups.

Definitions:

A Community College Transfer I (CC1) is any student who enrolled in (attempted) 12 or more credit hours during fall 1980, listed a Kansas community college as "institution last attended," and had transferred 24-36 credit hours to the current institution from other colleges or universities.

A Community College Transfer II (CC2) is any student who enrolled in (attempted) 12 or more credit hours during fall 1981, listed a Kansas community college as "institution last attended," and had transferred 48-64 credit hours to the current institution from other colleges or universities.

(Alternative Method: If it is not technically possible to identify all students meeting CC1 and CC2 requirements and to select 50 randomly from each group at any of the six state universities, an alternative method can be used. The alternative suggested is to select 500 students randomly from the population of all students enrolled during fall 1980 and fall 1981 listing a Kansas community college as the last institution attended, and then to examine each student's records manually to determine those who meet CC1 and/or CC2 requirements in each year.)

2. Provision of Student Records. After selecting 50 students in each study group, each university will provide a hard copy transcript and a complete student record (as defined by each institution) with the student's name removed for each student and send to JCCC for analysis. (Provide documentation explaining student record and transcript formats to JCCC where necessary.)

3. Analysis of Student Records. JCCC will analyze student records provided by each state university. The analysis will follow the model of "grounded theory" in which the details of the analysis will be determined as the analysis progresses.

In general terms, the analysis will focus on replicating the results obtained by computer analysis at two institutions concerning the academic performance, progress, persistence and degree achievement of community college transfers, and on issues related to explaining why the persistence and graduation rates of community college transfers are lower than those for native university students. It is anticipated that the courses students take, their success in sequencing courses, their majors and/or degree programs, the frequency that they change curricula, their success in given courses, etc. will constitute the major elements of the analysis; however, the specific analyses to be conducted will be determined as the analysis progresses.

Timelines (for Part One): Study groups for Part One above will be identified and student records provided to JCCC by December 2, 1985.

Preliminary analysis will be completed and survey instruments/ interview schedules for Part Two following will be developed by JCCC by February 3, 1986.

PART THREE: STUDENT INTERVIEWS

Responsibility:

1. Identification of Students to Be Interviewed. Each participating state university will identify all students who would have met the requirements specified for CC1 and/or CC2 study groups in the initial study, but for fall, 1983 and fall, 1984 respectively (substituting fall, 1983 and 1984 for fall, 1980 and 1981 in the original definitions) as defined below. Then each university will provide the names and most recent local and home addresses and telephone numbers of 50 randomly selected students in each group.

Definitions:

A Community College Transfer I(A) (CC1a) is any student who enrolled in (attempted) 12 or more credit hours during fall 1983, listed a Kansas community college as "institution last attended," and had transferred 24-36 credit hours to the current institution from other colleges or universities.

A Community College Transfer II(B) (CC2b) is any student who enrolled in (attempted) 12 or more credit hours during fall 1984, listed a Kansas community college as "institution last attended," and had transferred 48-64 credit hours to the current institution from other colleges or universities.

2. Survey/Interview of Students. Based upon preliminary analyses of students records conducted in Part One above, JCCC will develop survey instruments/interview schedules with which to collect additional information from students in each study group by personal contact with these students in the spring 1986 -- either in person, in groups or by telephone. Mail surveys may be used as required.

The details of this personal contact with students have yet to be arranged and may vary considerably at each university. Participating universities may choose to conduct the surveying/interviewing of students at their respective institutions, or community college research personnel may conduct these student contacts. These arrangements will be decided by the research group early in the spring semester after preliminary data has provided additional insight into appropriate courses of action.

Timeline: Study groups for Part Two above will be identified and the names, addresses and telephone numbers of the study group members provided to JCCC by the universities by January 17, 1986.

Personal contacts with students as specified in Part Two above will be conducted between February 17, 1986 and April 18, 1986.

APPENDIX B

Definitions of Study Groups in Initial Study of Student Mobility, June 1985

A University Native I (NAT1) is any student who enrolled in (attempted) 12 or more credit hours during fall 1980, listed a Kansas high school as "institution last attended," transferred zero credit hours to the current institution from other colleges or universities, and had completed 24-36 credit hours in residence at the current university [not including credit hours earned during fall 1980]*.

A Community College Transfer I (CC1) is any student who enrolled in (attempted) 12 or more credit hours during fall 1980, listed a Kansas community college as "institution last attended," and had transferred 24-36 credit hours to the current institution from other colleges or universities.

A University Native II (NAT2) is any student who enrolled in (attempted) 12 or more credit hours during fall 1981, listed a Kansas high school as "institution last attended," transferred zero credit hours to the current institution from other colleges or universities, and had completed 48-64 credit hours in residence at the current university [not including credit hours earned during fall 1981]*.

A Community College Transfer II (CC2) is any student who enrolled in (attempted) 12 or more credit hours during fall 1981, listed a Kansas community college as "institution last attended," and had transferred 48-64 credit hours to the current institution from other colleges or universities.

* Criteria in brackets [ ] were not included in the original specifications but were intended/implied.

ANTICIPATED TIMELINE FOR COMPLETION OF THE
1985-86 CONTINUATION OF THE STUDENT MOBILITY STUDY

Council of Institutional Research Officers

Revised September 25, 1985

	Activity	Completion Date
1.	JCCC develops detailed research specifications for Items #1a and #1b.	October 11, 1985
2.	State universities identify study groups for Item #1b, Part One (50 randomly selected students meeting requirements for original CC1 and CC2 study groups) and provide a complete student record for each student (including transcripts) to JCCC for synthesis.	December 2, 1985
3.	State universities identify study groups for Item #1b, Part Two (50 randomly selected students meeting slightly revised requirements for CC1 and CC2 study groups) and provides names, current addresses and telephone numbers to JCCC.	January 17, 1986
4.	JCCC conducts preliminary analyses of student records provided in #2 above and develops survey instruments and interview schedules on the basis of these analyses.	February 3, 1986
5.	State universities generate demographic reports of all students listing a Kansas community college as institution last attended enrolled in the university during fall, 1984 and fall, 1985 (using "end of the semester graded records") and provide the reports to JCCC for synthesis.	February 10, 1986
6.	JCCC conducts and/or coordinates surveys, telephone interviews, personal interviews, and/or focus group sessions with students identified in #3 above.	February 17 to April 18, 1986
7.	State universities participating in Item #1c provide data to JCCC for synthesis (optional).	March 1, 1986
8.	JCCC provides a preliminary report synthesizing results from Items #1a and #1b (and whatever results may be provided for Item #1c) to CIRO for review.	June 13, 1986
9.	JCCC produces and distributes a final report that is the consensus of the group.	August 1, 1986

APPENDIX D

TRANSFER STUDY TELEPHONE INTERVIEW PROTOCOL

Student Name _____

Interviewer _____

Date of Interview _____

Hello, this is _____ calling from Johnson County Community College. As I have explained before, we are coordinating a study of community college transfers for all of the public colleges and universities in the state.

Thank you very much for your willingness to participate in the study. Your contribution will help the colleges and universities in Kansas to better serve you and students like you.

May I record this conversation to help me remember what you had to say? Let me assure you that all of your comments are completely confidential, and your name will never be used or associated with your responses.

1. First, let me verify the information that you have already provided me on the "Participating Agreement Form".

   [Confirm items #1-11.]

2. Let's start with a couple of general questions. When you first enrolled at _____ Community College, did you know that you would eventually transfer to a state university?

   How sure were you of your plans?

   How many semesters did you plan to study at the community college?

   How many did you complete there?

   What was your initial major at the community college?

3. Why did you initially enroll at the community college instead of the state university?

4. In general, how would you rate your experiences at _____ Community College?

   Where you satisfied there?

5. If you had to start your college education all over again, would you do it the same way -- _____ Community College then _____ University?

Why or why not?

What would you advise a younger friend who has the same plans that you had?

6. What was your first semester at _____ University like after transferring from the community college?

How did it compare to your first semester at _____ Community College?

Did you have any particular difficulties?

If "yes," continue...

What kind of difficulties?

Did you have any academic difficulties that you did not experience at the community college?

Did you have any financial difficulties? (more severe than at the community college?)

Did you have any trouble transferring credit hours to the university from the community college?

Is there anything that the community college could have done to have better prepared you for the state university?

7. In general, what were the major differences between attending your community college and your state university?

8. Your current major at the university is _____. What was your major when you first transferred to the university?

Have you changed your major more than once?

8. When do you plan to graduate from _____ University?

Are you graduating later than you might have if you had entered the university directly as a freshman?

Did your changing majors cause you to graduate later than you would have otherwise?

9. In general, do you think that as a result of beginning your college education at a community college that you had and advantage or a disadvantage over other university students?

Explain.

10. What are your current plans?

11. Do you have any suggestions to make to the top-level administrations of your former community college and your current university about how to improve the success and experiences of students who begin at a Kansas community college and transfer to a state university?

Thank you for your time and willingness to contribute to this study. We will send you a $10.00 check to compensate you for your time. Good luck in the future.

APPENDIX E

GROUP INTERVIEW QUESTIONS

Kansas Community College Transfer Study

1. What were your initial plans when you first enrolled in the community college?
   (Why did you first enroll at a community college instead of a state university?)
   (How many semesters did you plan to complete?)
   (What was your major/program?)

2. What was your first semester like at the university?
   (Did you have any adjustment problems?)
   (What types of difficulties/problems?)
   (Trouble transferring credits?)

3. What are your current plans? How, if at all, have these changed from your original plans?)
   (What is your current major/program?)
   (When do you expect to graduate?)
   (Are you graduating later than you would have otherwise because of your attendance at a community college?)

4. If you had your college education to do all over again, would you do it the same?

5. If you had to advise a younger friend about his or her educational plans, what advice would you give?

6. If you had the ear of the president of either the community college or state university, what suggestions for improving the educational experiences of transfer students like yourself would you give him?

Johnson County Community College
12345 College Blvd.
Overland Park, KS 66210-1299

BEST COPY AVAILABLE